**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 4** | | | **Date(s)**:  4th Day of School |
| **Unit Title: Zookeeper/Place Value** | | | | **Corresponding Unit Task:** | | |
| **Essential Question(s):** How does place value relate to multiplying and dividing multiples of 10? How can I represent a multi-digit number using different forms? Why is place value important to rounding multi-digit whole numbers? EQ: How do I read and write numbers to 100? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Animal Cards on transparency or Elmo for each station**  **Magnetic place value cards (teacher made on ½ sheet of construction paper)**  **How Much Is A Million? By David Schwartz and discussion guide**  **Safari Music CD** | | **Student:**  **Math Notebooks**  **Place value charts**  **Graph paper (small)**  **Animal cards at each station**  **red / yellow chips** | | | **Place value**  **Greater than**  **Less than**  **Equal to**  **Compare/comparison**  **Round**  **Expanded Form**  **Word Form**  **Number Name**  **Written Form**  **Numeral**  **Standard Form**  **Increase/Decrease** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Grade-Specific Power Standards**  **[4.NBT.2](http://collab.gcsnc.net/sites/spac007/Shared Documents/Units (Elementary Math)/4th Grade/4th Grade Math Unit 1/4.NBT.2P.doc)**  *Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.*  **Supporting Standards**  [4.NBT.1](http://collab.gcsnc.net/sites/spac007/Shared Documents/Units (Elementary Math)/4th Grade/4th Grade Math Unit 1/4.NBT.1S.doc)  *Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700÷70=10 by applying concepts of place value and division.* (Correlates to NCSCOS Objective 1.01)  *\** **Note:** Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. | | | | | |
| **I Can Statement(s):**   * I can read multi-digit whole numbers using base-ten numerals. * I can read multi-digit whole numbers using number names. * I can read multi-digit whole numbers using expanded form. * I can write multi-digit whole numbers using base-ten numerals. * I can write multi-digit whole numbers using number names. * I can write multi-digit whole numbers using expanded form. * I can use base-ten numerals to form multi-digit whole numbers. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read Aloud: How Much Is A Million? by David Schwartz  Use discussion guide at end of book to talk about | | | | | |
| **Teacher Directed:**   * Introduce “Zoo Animal Card” Station Rotation Activity using Elmo of each animal card. Overview some of the interesting facts given about each animal. * Stds. will travel with their color station groups to each of 6 stations (Chimpanzee, Harbor Seal, Giraffe, African Elephant, Ostrich, Grant’s Zebra) * At each station stds. will read and identify a fact that uses a 3 digit numeral or greater for an animal. Record info. In vocab. Notebook in standard, expanded, and word form. Each person in your group needs to record a different fact about the animal. * Challenge… record more than one fact about your animal in your notebook. | | | | | |
| **Guided Practice:**   * With stds. read 1 animal card. And model recording standard, expanded, and word form. Repeat with a few more examples and write the detailed fact in a sentence. “The Grant Zebra weighs 661 pounds.” | | | | | |
| **Independent Practice:**   * Students will rotate through the remaining 5 stations recording info. In their notebooks. * **Early Finishers: Play Pieces of 8 Place Value Game from 4th Grade Math Toolbox.** * **Homework: Envisions Homework book: Practice 1-4** | | | | | |
| **Closing/Summarizing Strategy:**  **Whole group:**  Use some of the facts found today and as a class model the number on a place value chart with chips. As chips are put down for each place value discuss the value of the digit, Ex. “how many is 3 tens, how many ones would that be?”  Chant/Snap the number.  Then use small graph paper and draw the place value representation.  Talk about the tens being 10x more than ones, hundreds being 10x more than tens, thousands being 10x more than hundreds, etc.  Repeat with additional facts as time allows | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Pieces of 8 Game. | | | Teacher support as needed. | | |  |
| **Assessment(s)**  **Independent Practice Activity.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |